Social Studies

Lesson Plans

Level 2

Term 2

Social Studies

Lesson Plans

Level 2

Term 2

Suggestions for teachers

Planning

- As you are the teacher, you must understand the subject matter very well.
- Your knowledge should be broad-based and deep enough to be able to pick up the issues brought up by the learners.
- Ensure that your session is well planned.
- Prepare your lesson. Ensure that all teaching aids are available.

Homework

- Give revision work for homework.

Assessment

Assessment should be carried out after every week. You can use questions given with lesson plans or form your own questions as per your students level.

Group\pair work

- When group or pair work is to be done, tell the learners what you want them to do before you form the groups or pairs.
- Pair or group students quickly and get them started on their activity.

Brainstorm

- When you want a lot of ideas or information in a short time about a topic, use a brainstorm.
- When ideas are being shared, they are all to be accepted.
- The ideas should not be discussed until the brainstorming is over.

Manner

- Be warm, friendly and enthusiastic and enjoy yourself as this will make students eager to learn.
- Create an atmosphere where people are willing and able to learn including feeling safe to risk.
- When addressing students, take individuals' names.
- Listen to what students say without interrupting them.

Eye contact and voice

- Make frequent eye contact; do not stare at students but look at all of them while talking.
- Speak clearly and not too fast but with some expression.
- Make sure your voice is loud enough for all students to hear you.

Questioning:

- Use open-ended questions (starting with what, when, where, how, why)
- Watch using leading questions (e.g. Don't you think that..? Wouldn't it be a good idea if......?)
- Ask questions that are non-threatening but that try to establish the belief involved in that person's point of view.
- Try not to believe that you have all the answers and that those answers are the truths.

- Be very sensitive, open and accepting and do not threaten the learners' beliefs by being judgmental.
- Do not be over-enthusiastic in accepting the answer that agrees with your own ideas.
- Answers that are provided to some questions are to facilitate discussion so that the teacher may steer students towards those answers.
- Key words and ideas may be given from the possible answers to lead the discussion.

Social Studies Lesson Plans

Level 2

Term 2

Week 1

Week	Curriculum Strand	**Topic**	**Day**	**Specific Objective**	Home work
1	Learning about our culture	My country	1	Students will be able to learn about their country Pakistan	
1		do	2	do	
1		do	3	Students will be able to learn about symbols of national identity of Pakistan	
1		,do	4	do	
1		do	5	Revision	
1			6	Revision	

Level 2		Learning about our Culture
Term 2	**Lesson Plan**	
Week 1		
Day 1and 2		

Topic: My country
Objective: Students will be able to learn about their country Pakistan
Activity: written work
Materials: chalk, pencils, notebooks
Procedure
Warm-up Q/A
Remind the students about what they have learnt about their country in the previous class.
Revise what they previously learnt.
Written work
Distribute the work sheet and explain the task

Our Country

Q-1) Who was the founder of Pakistan?

____

____

Q 1) What colors are used in our flag?

____

____

Q2) Which color is more?

____

Q3) Which color is less?

____

Q4)What shapes do you see on the flag?

____

____

Q5)What does green color show on the flag?

____

____

Q6)What does white color show on the flag?

____

____

Level 2		Learning about our Culture
Term 2	Lesson Plan	
Week 1		
Day 3&4		

Topic: My country
Objective: Students will be able to learn about symbols of national identity of Pakistan
Activity: discussion, written work
Materials: worksheet, chalkboard
Procedure
Warm-up Q/A
Show currency of Pakistan, picture of flag, and ask which country these things represent (Pakistan).
Listen to their responses and then tell yes these things represent Pakistan.
Then explain
Explanation
Every country has its own national identity. Pakistan has its identity. It is evident by the language, clothes, customs, currency, flag, national anthem, food, religion and music.
Draw this chart on the board and explain.

Language	Urdu
Food	Wheat, rice and curry
Dress	Shalwar Kameez
Flower	Jasmine
Currency	Rupee
Flag	Green and white with a crescent and star
Religion	Islam
National games	Hockey, squash
National Anthem	Pak Sar Zameen Shad Bad

Discuss each point.

Written work
Distribute the worksheet and explain the task.

National Identity of Pakistan

Write things which show Pakistan's national identity.

Language	
Food	
Dress	
Flower	
Currency	
Flag	
Religion	
National games	
National Anthem	

Level 2		
Term 2	**Assessment**	
Week 1 **Day 5**		

Use worksheets given with the lessons.

Social Studies Lesson Plans

Level 2

Term 2

Week 2

Week	Curriculum Strand	**Topic**	**Day**	**Specific Objective**	Home work
2	Learning about our culture	Countries of the world	1	Students will be able to learn about of national identity of any other country of their choice	
2		do	2	do	
2		do	3	Students will be able to recognize and learn about flags of Pakistan other countries	
2		do	4	do	
2		do	5	project	
2			6	Revision	

Level 2		Learning about our Culture
Term 2	**Lesson Plan**	
Week 2 Day1&2		

Topic: Countries of the world
Objective: Students will be able to learn about of national identity of any other country of their choice
Activity: discussion, written work
Materials: worksheet, chalkboard
Procedure
Warm-up Q/A
Remind the students about previous lesson and ask what things show the national identity of Pakistan.
Listen to their responses and discuss.
Then tell today they are going to find out about national identity of some other country.
Activity
Distribute the worksheet and books from the library about countries of the world.
Explain that students have to find the information and fill up the worksheet.
To help out students teacher can assign a specific country to each student or groups of students.
Follow-up /Wrap-up
Invite the students to share their information with the class.

Project:
Find information about national identity of any other country:

Language	
Food	
Dress	
Flower	
Currency	
Flag	
Religion	
National games	
National Anthem	

Level 2		Learning about our Culture
Term 2	Lesson Plan	
Week 2 Day 3 & 4		

Topic: Countries of the world,
Objective: Students will be able to recognize and learn about flags of Pakistan other countries
Activity: discussion, written work
Materials: worksheet, chalkboard
Procedure
Warm-up Q/A

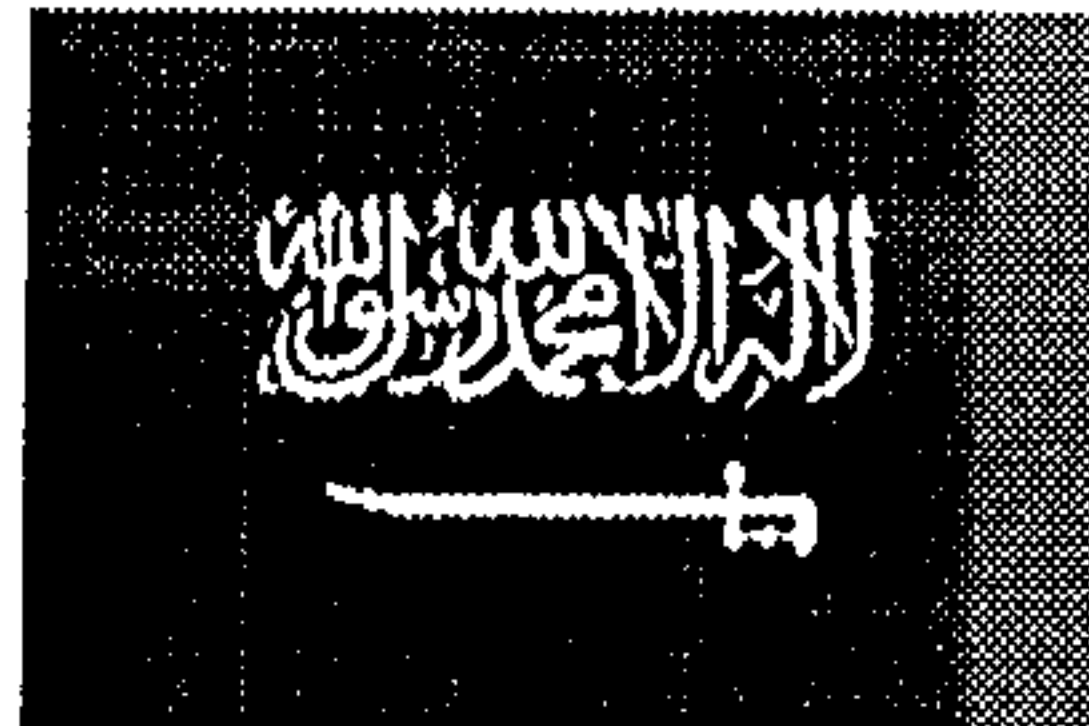
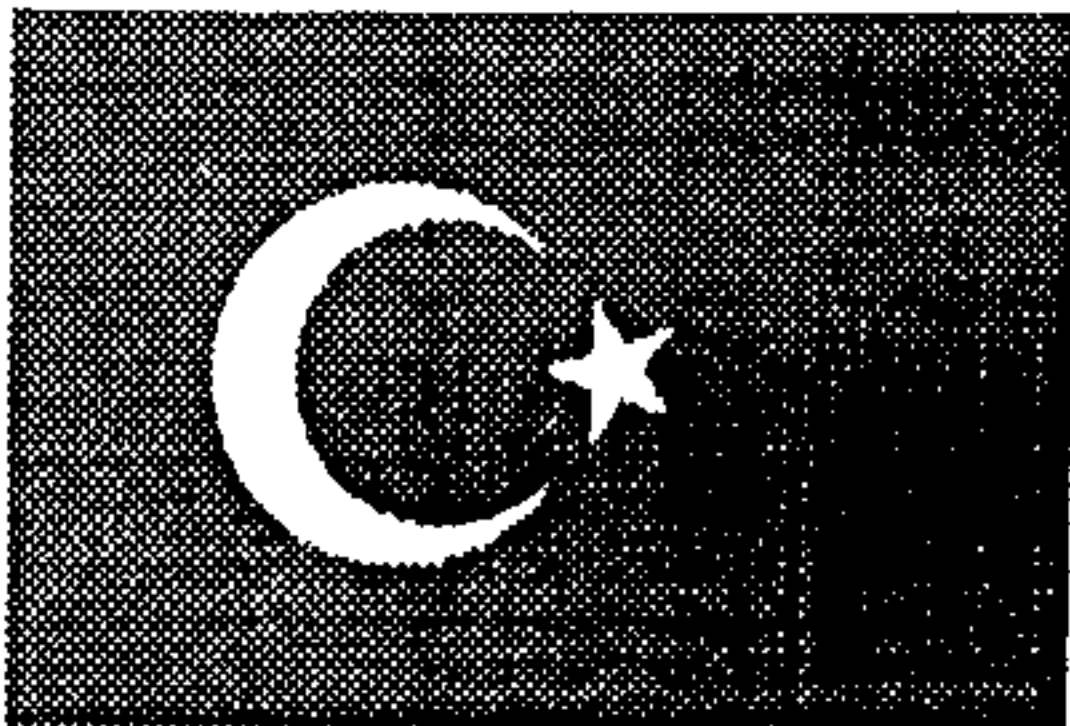
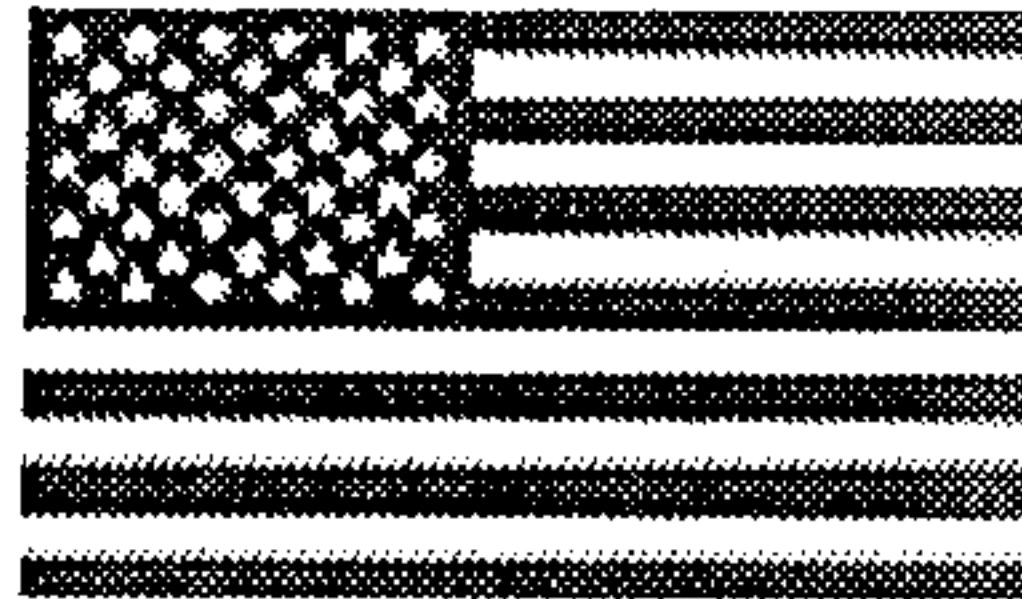
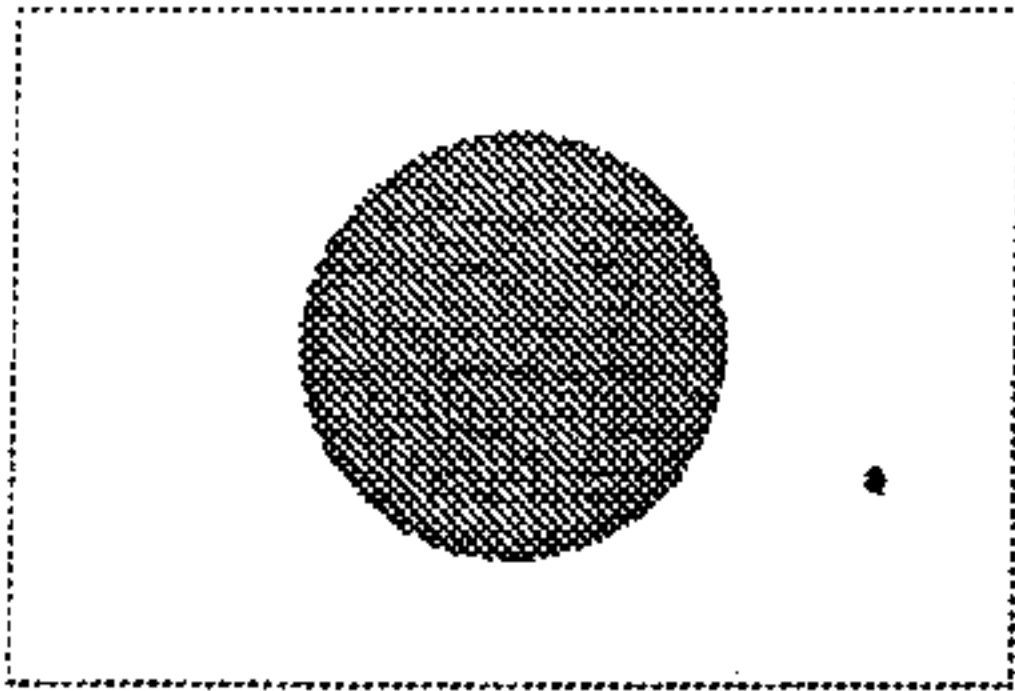
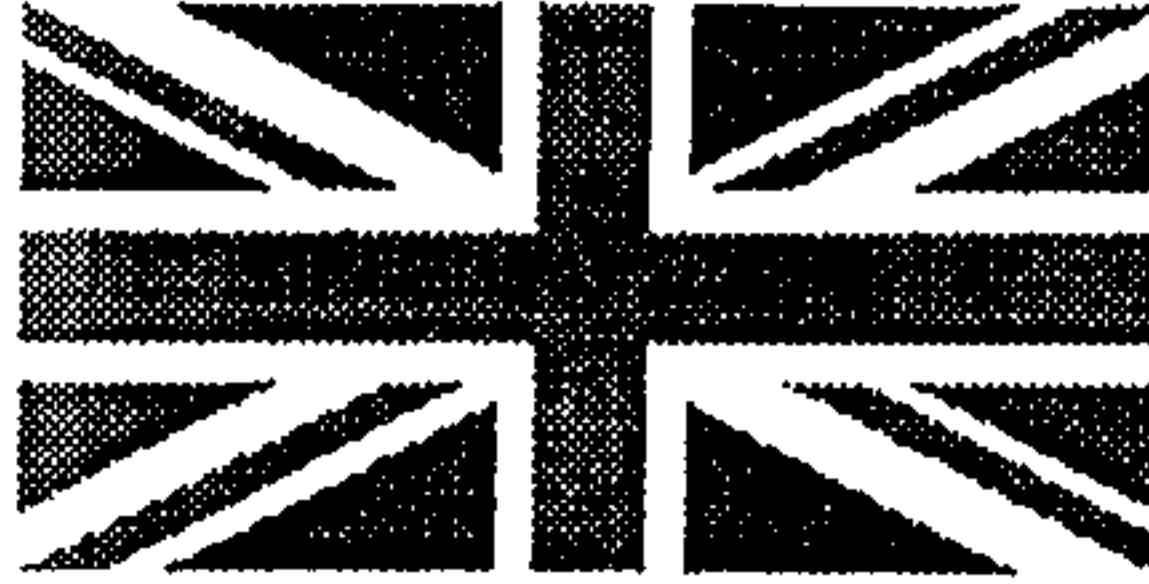
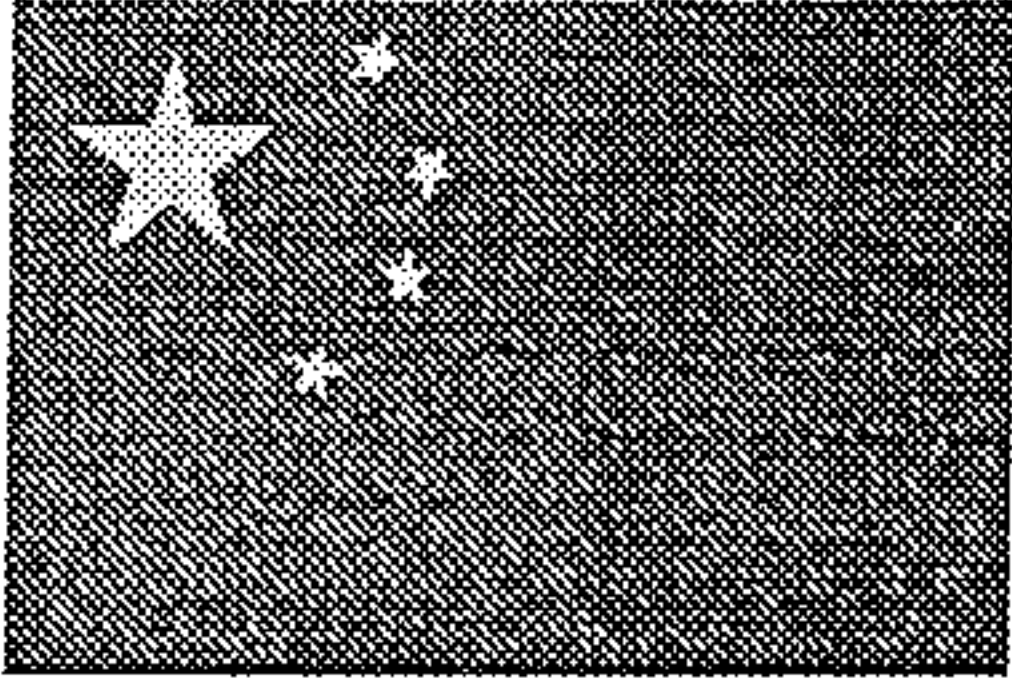
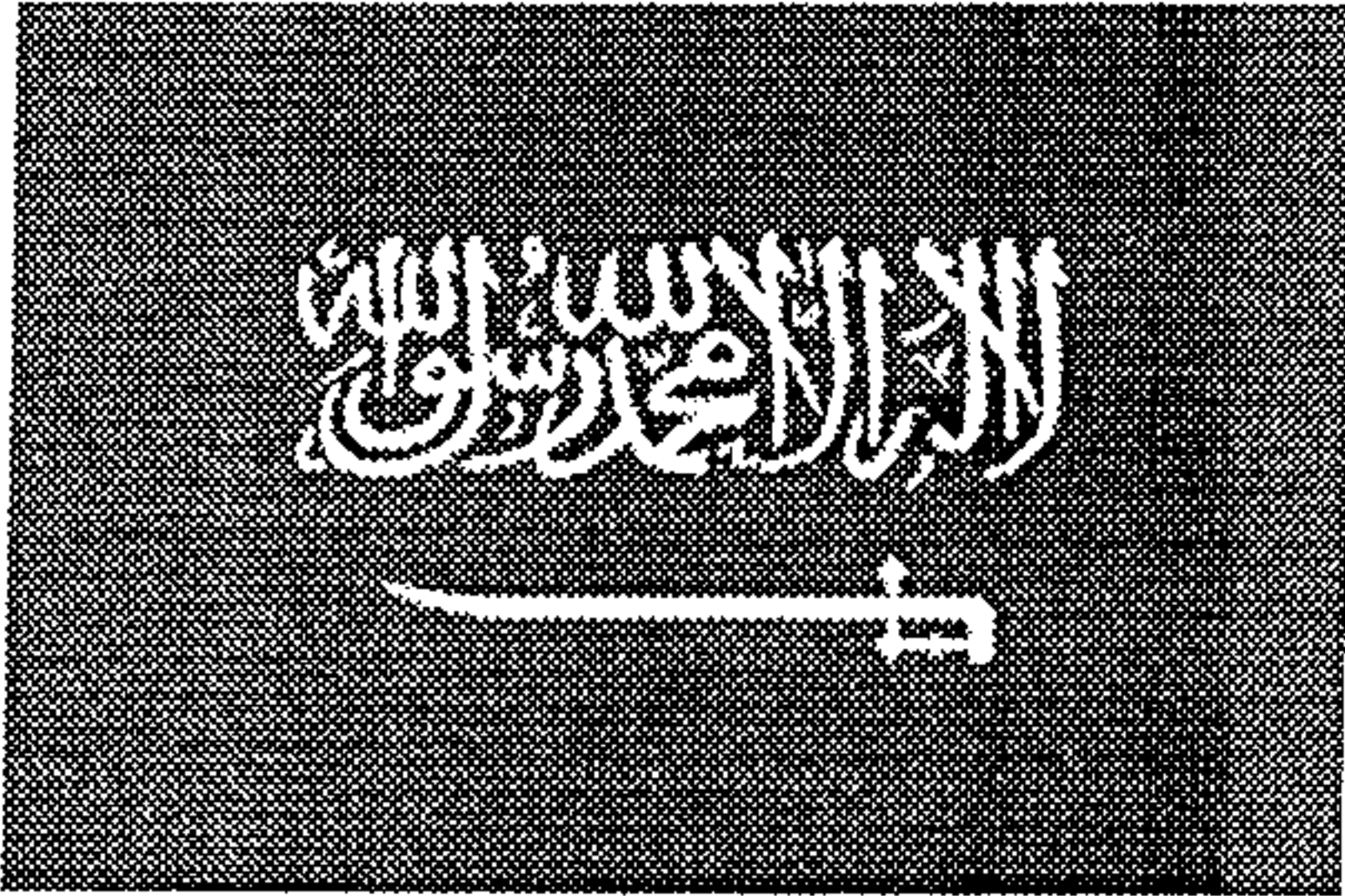
- Show the flag of Pakistan and
- Ask what shapes and colors they see on the flag?
- Ask what each color represents?
- Then show the flags of other countries and explain.

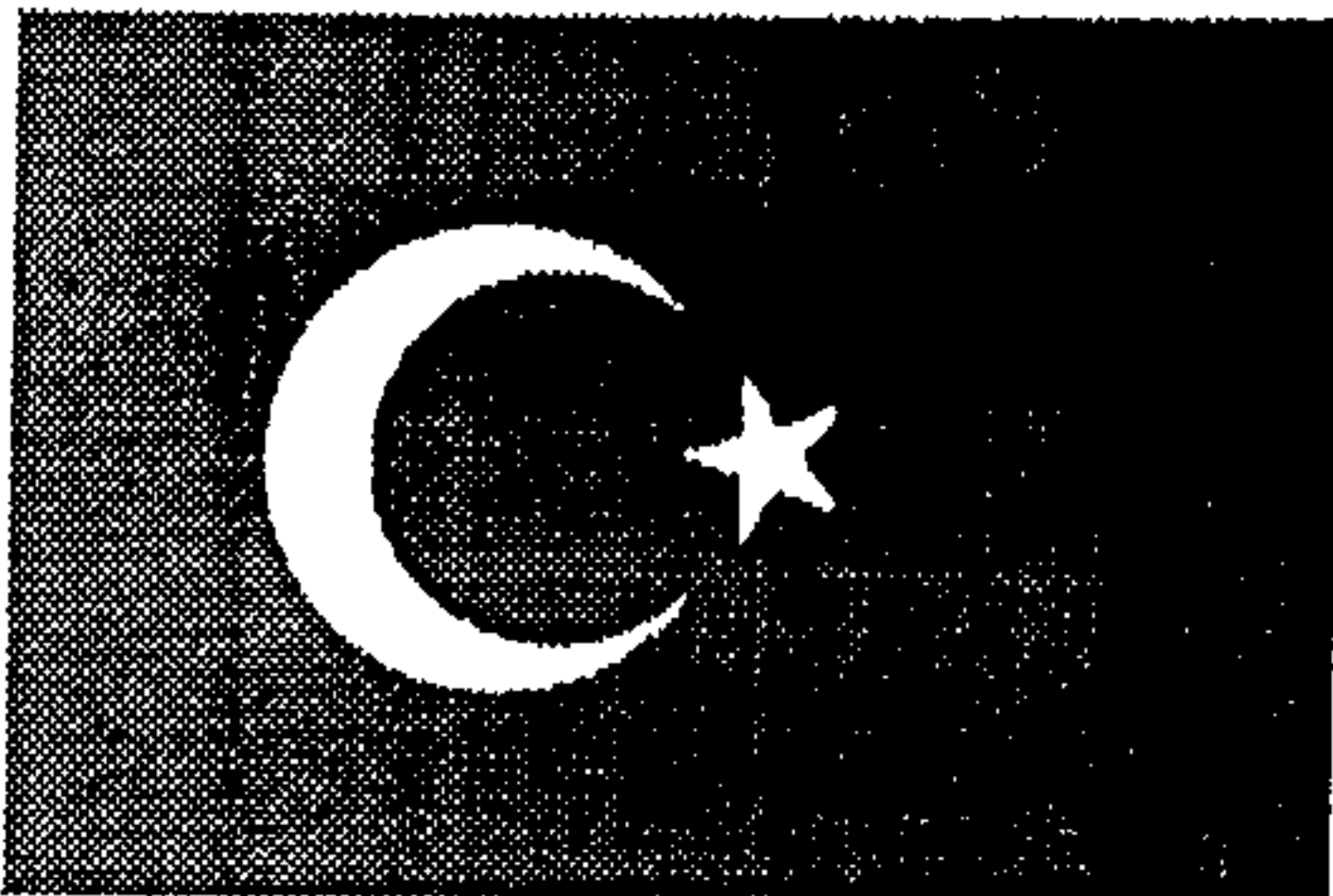
Explanation

- Just like we have our own specific flag as our national identity other countries also have their flags.
- Here are few pictures.
- These flags represent as national identity of each country.
- Show flag of each country and explain about it.

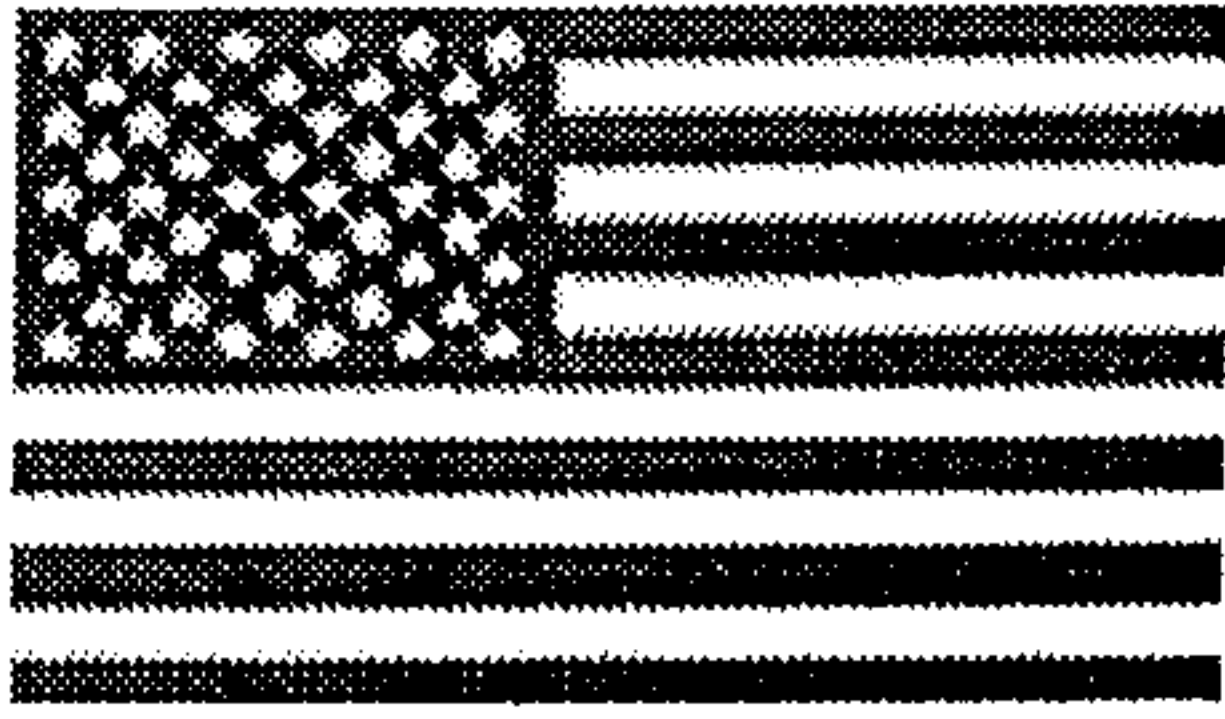
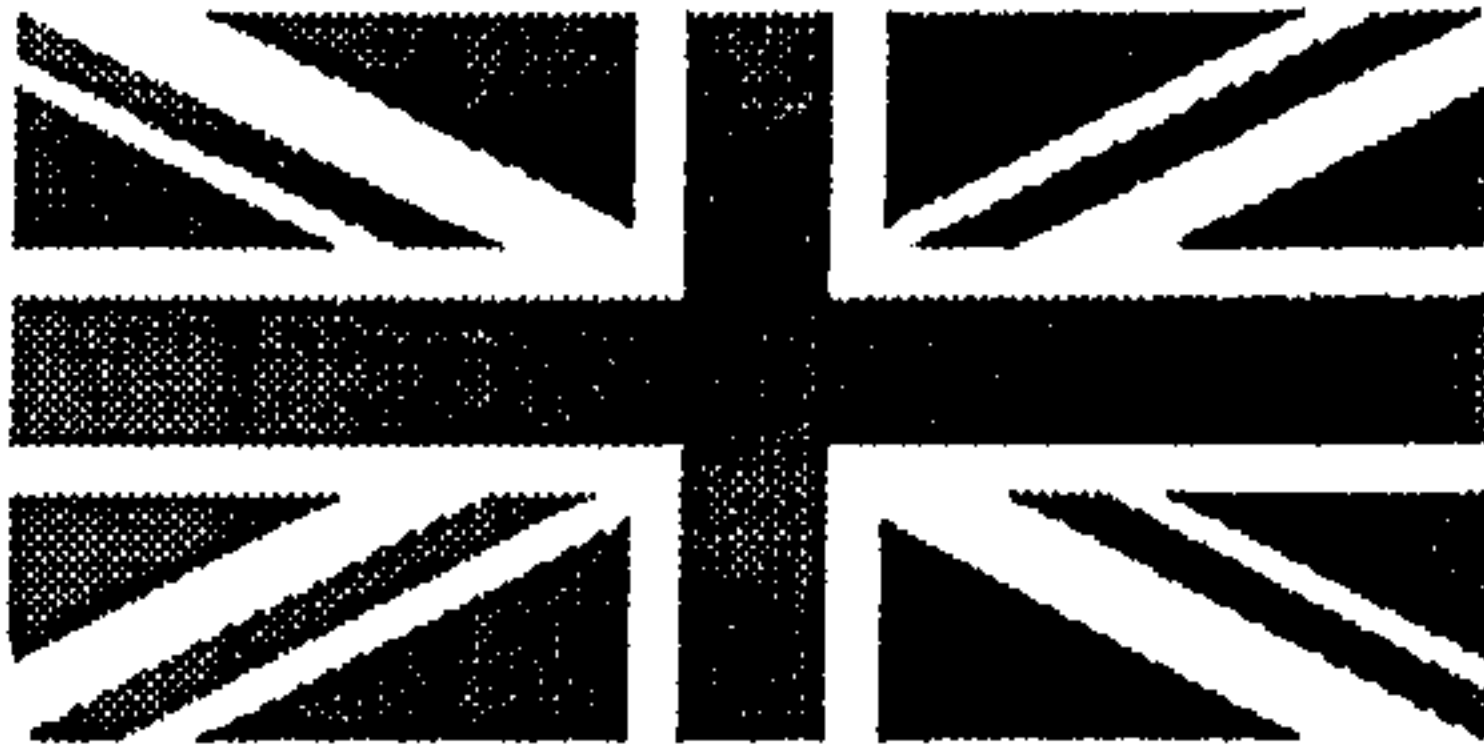
Activity
Distribute the worksheet and explain the task.

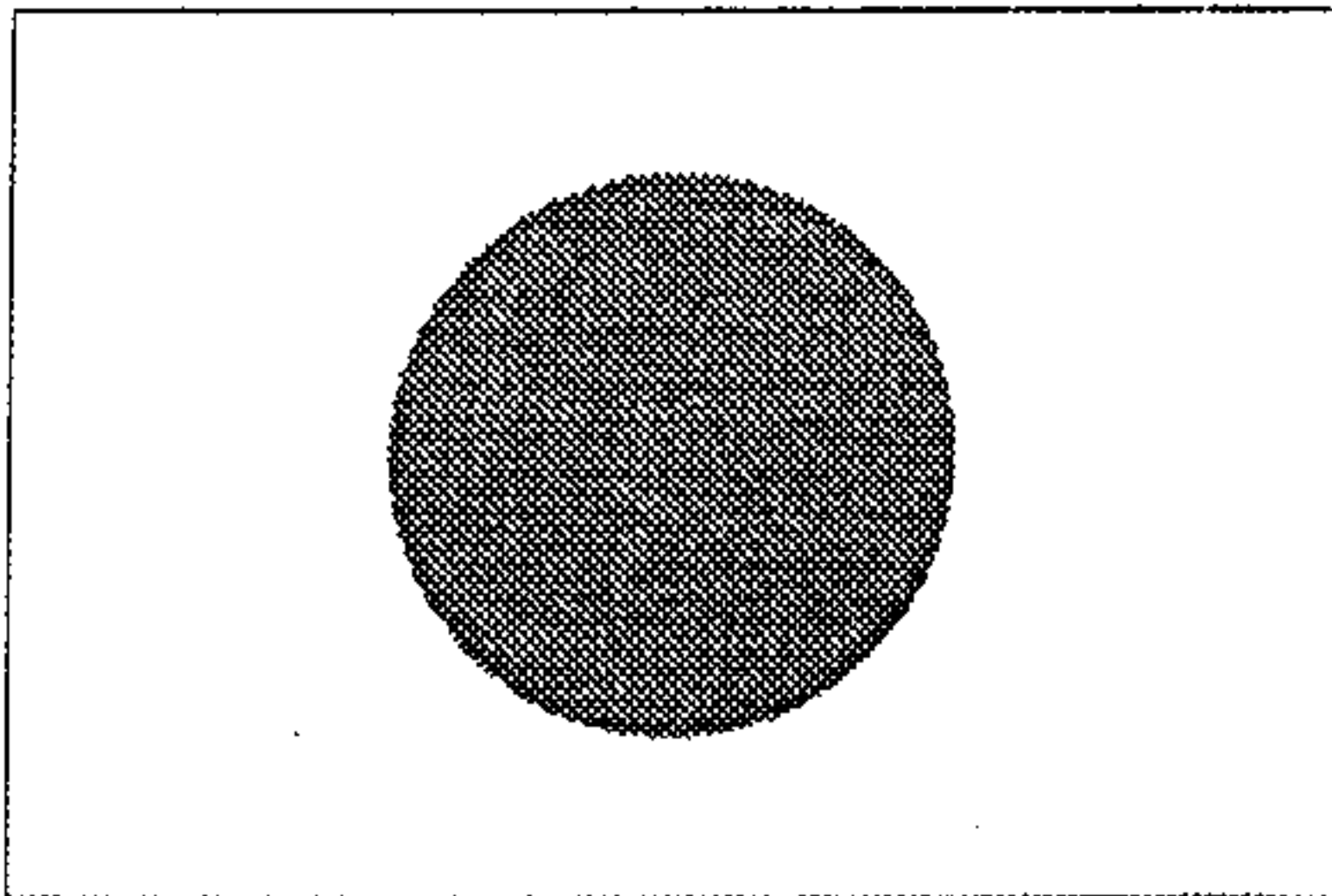
Flags

Write the name of country under each flag.

Teacher Information Worksheet

Saudi Arabia

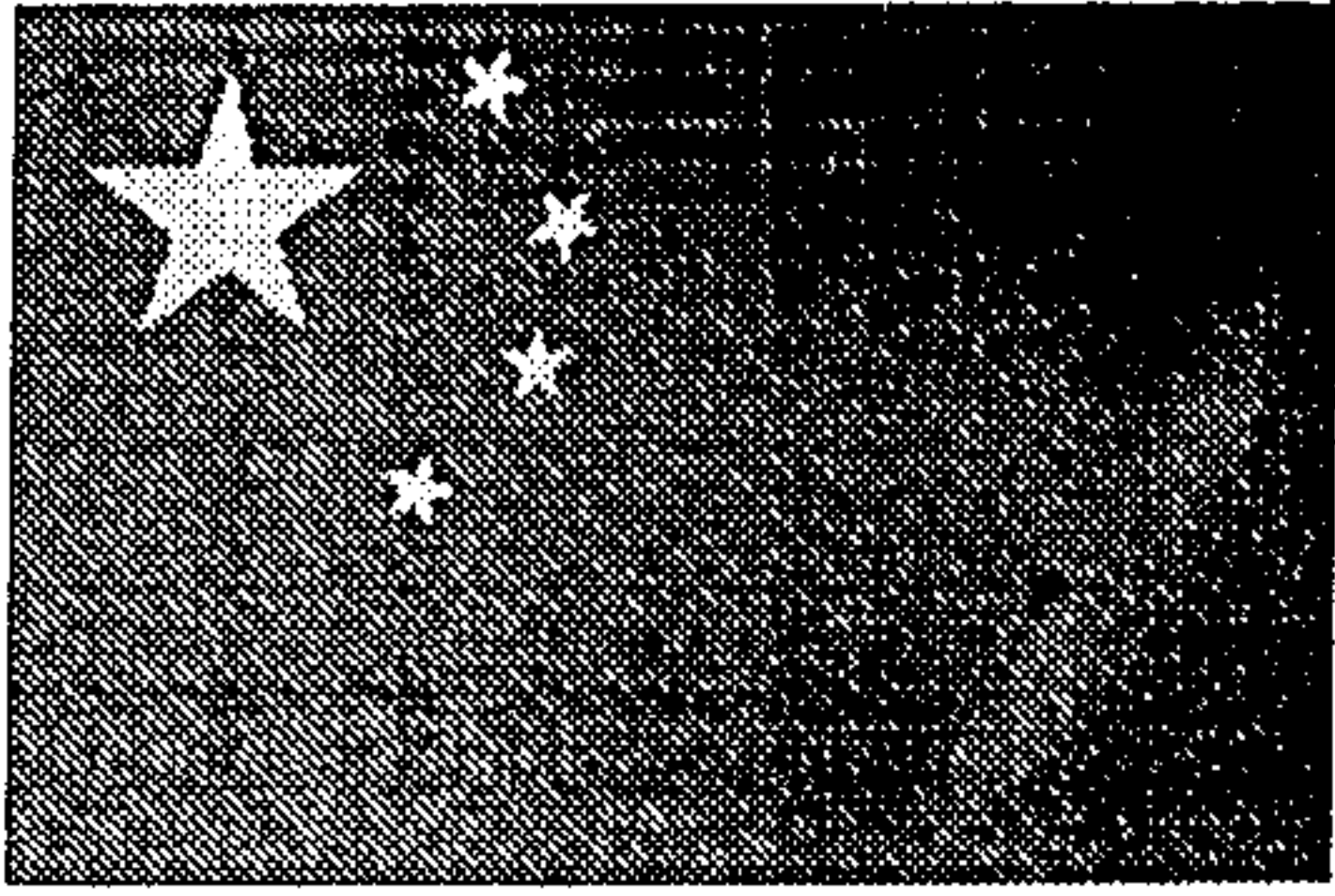
The flag of Saudi Arabia was officially adopted in 1973.
Saudi Arabia's flag uses green to honor the country's puritanical Muslim *Wahabi sect*, and also because green is widely believed to be the prophet Muhammad's favorite color. The white, centered script, the *shahada*, is the Muslim Statement of Faith, "*There is no God but God, and Muhammad is the Messenger of God*". The sword represents Abd-al-Aziz..

Turkey

The flag of Turkey was officially adopted on June 5, 1936

The white crescent and star, symbols of *Islam*, are placed slightly to the left on the red field, and that shade of red dates back to the Ottoman Empire in the 17th century.

United States of America
The stars represent 50 states of America.

Jnited Kingdom (England)

'he United Kingdom flag was officially adopted on January 1, 1801, and it's arguably the world's)est-known flag.
In short, this striking flag is actually a combination of *England's St. George's Cross* (the centered red cross bordered in white), *St. Andrew's Cross of Scotland* (the white cross on the blue field), and the *Patron Saint of Ireland's* (diagonal red saltire).

Japan

The Japan flag was officially adopted on January 26, 1870.

The centered sun symbol (called *Hinomaru*) has been an important part of Japan's flag for thousands of years. The white field is symbolic of honesty and purity

China

The flag of China was officially adopted on October 1, 1959.

The red of the Chinese flag symbolizes the communist revolution, and it's also the traditional color of the people. The large gold star represents communism, while the four smaller stars represent the social classes of the people. In addition, the five stars together reflect the importance placed on the number five in Chinese thought and history.

Level 2		Learning about our Culture
Term 2	**Project**	
Week 2 Day5		

Project

Objectives: Students will be able to:
Prepare flags of different countries
Compare the flag of Pakistan with other countries

- **Activity:** Making Flags for different Countries

  Materials:

  Glaze paper of different colors as per color of flag of the countries children have chosen
  stars that are stickers
  scissors
  glue
  tape
  plain white paper in squares

  Activity:

  Assign different countries to students for making flags including Pakistan.
  Roll up a sheet of plain white paper into a flagpole or use a stick.

- Then use different colors of glaze paper to glue together a flag of a certain country.
- Or students can make flags of white paper and then color it.
- Make the flag the same as the country's flag by adding stickers, circles or stars of the correct color.
- Tape the flag onto the flagpole made with paper or stick.

Follow-up discussion

Talk about the country that children made the flag of.

- Discuss with the class what language they speak and what their flag represents. Who created their flag? Why? What are the colors symbolic of?
- Ask the students to compare the flag of Pakistan with other countries.
- Ask do you see any similarities?
- What differences do you see?

Parade:

Have the students parade around the classroom with their flags.

Level 2		Learning about our Culture
Term 2	**Assessment**	
Week 2 Day 6		

Use questions and worksheets given with the lessons

Social Studies Lesson Plans

Level 2

Term 2

Week 3

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
3	Learning about our culture	Countries of the world	1	Students will be able to identify and label four provinces and their capital cities on the map of Pakistan	
3		do	2	do	
3		do	3	Students will be able locate Mansehra on the map of Pakistan	
3		do	4	do	
3		do	5	Revision	
3			6	Revision	

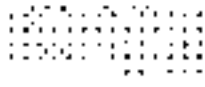
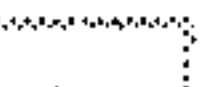
Level 2		Learning about our Culture
Term 2	Lesson Plan	
Week 3 Day1&2		

Topic: Countries of the world
Objective: Students will be able to identify and label four provinces and their capital cities on the map of Pakistan
Activity: discussion, written work
Materials: Map of Pakistan, worksheet, and chalkboard
Procedure
Warm-up Q/A.

- Remind the students about what they have learnt about provinces of Pakistan in the previous class.
- Ask, how many provinces of Pakistan are there?
- Write their responses on the chalkboard.
- Show the map of Pakistan and ask them to locate the provinces.

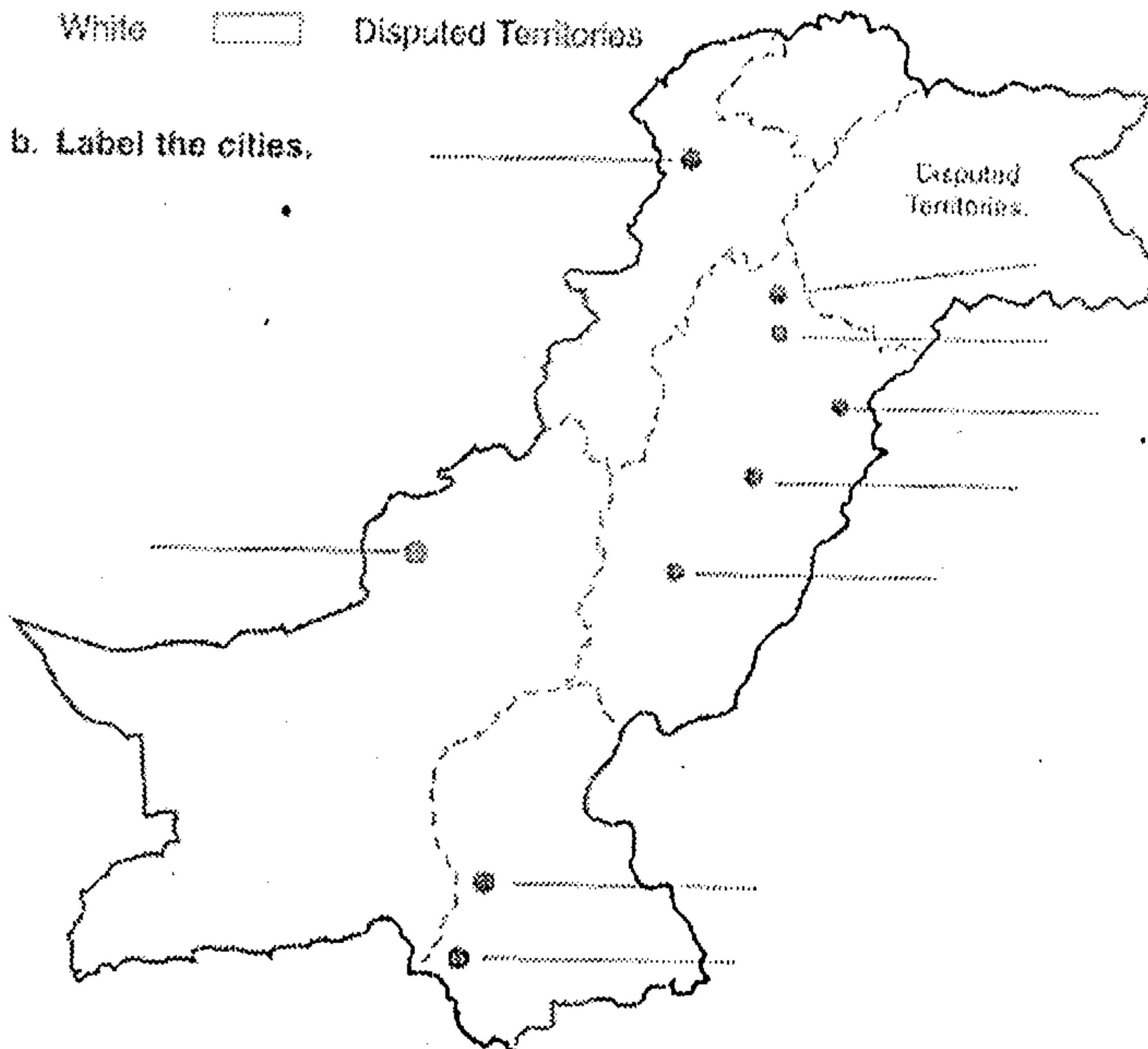
Then draw this chart

Province	Capital city
Sindh	Karachi
Balochistan	Quetta
N.W.F.P	Peshawar
Punjab	Lahore

- Explain,
- There are four provinces and each province has its main city which is the capital city of that province.
- Explain with the help of drawn chart.
- Show the map of Pakistan and explain where these cities are located.
- Then call students one by one to locate provinces and their capital cities on the map of Pakistan.

Written work
Distribute the worksheet and explain the task.

Map of Pakistan

I. Map of Pakistan

a. Trace the map outline to show the provinces of Pakistan. Label the provinces. Colour them accordingly.

Level 2		Learning about our Culture
Term 2	Lesson Plan	
Week 3 Day3 & 4		

Topic: geographical concepts
Objective: Students will be able locate Mansehra on the map of Pakistan
Activity: looking at map
Materials: map of Pakistan
Procedure
Warm-up Q/A
Show the map of Pakistan to students.
Then ask can you locate Mansehra on the map?
Invite few volunteers, help them in locating mansehra
Then locate Mansehra on the map and explain about the regions around it.
Explanation
Explain that it is in N.W.F.P province. It has a cold climate and very green hilly area.
Ask students what else they know about mansehra and the areas around it.

Activity
One by one call each student and allow them to locate Mansehra on the map.

Level 2		Learning about our Culture
Term 2	**Assessments**	
Week 2		
Day 5		

Use maps and questions given with the lessons

Social Studies Lesson Plans

Level 2

Term 2

Week 4

Week	Curriculum Strand	**Topic**	**Day**	**Specific Objective**	Home work
4	Learning about our culture	Geographical concepts	1	Students will be able to learn about and locate east, west, north and south	
4		do	2	do	
4		do	3	Students will be able identify East, West, North and South directions on the map	
4		do	4	do	
4		do	5	Revision	
4			6	Revision	

Level 2		Learning about our Culture
Term 2	**Lesson Plan**	
Week 4 **Day1&2**		

Topic: geographical concepts .
Objective: Students will be able to learn about and locate east, west, north and south
Activity: looking at the map
Materials: world map, compass
Procedure
Warm-up Q/A

- Ask,
- Do you know in which direction the Sun rises?
- In which direction it sets?
- Listen to their responses and then tell.
- The Sun rises in the East and sets in the west.
- Then explain.

Explanation

- Show them the globe or a world map and explain.
- We have marked four main points on the earth called cardinal points.
- They indicate four main directions, which are north, south, west and east.
- Explain how these directions are marked on a map.
- On a map east lies to your right, west to your left, north to the top and south to the bottom. Explain it by pointing on the map.
- Then tell, by standing on the earth you can also find the directions.
- If you stand facing towards the direction of the sunrise and stretch your hands. Your left hand points to the north, right hand points to the south and your back is towards the west.
- Call one or two volunteers and make them stand facing the sun, then explain how they can find directions.
- Then conclude, there are four main directions on the Earth, they are East, West, North and South.

Activity

-
- Show a compass to students and let them find out how it indicates the four directions.
- Let the students locate four directions on the world map.
- Draw a picture of the compass.

Wrap-up
What are the main four directions on the earth?

Level 2		Learning about our Culture
Term 2	**Lesson Plan**	
Week 4		
Day 3 & 4		

Topic: geographical concepts
Objective: Students will be able identify East, West, North and South directions on the map
Activity: looking at map, written work
Materials: map of Pakistan, compass
Procedure
Warm-up Q/A
Revise the concept introduced in the previous lesson.
Written work
Distribute the worksheet and explain the task.

Directions

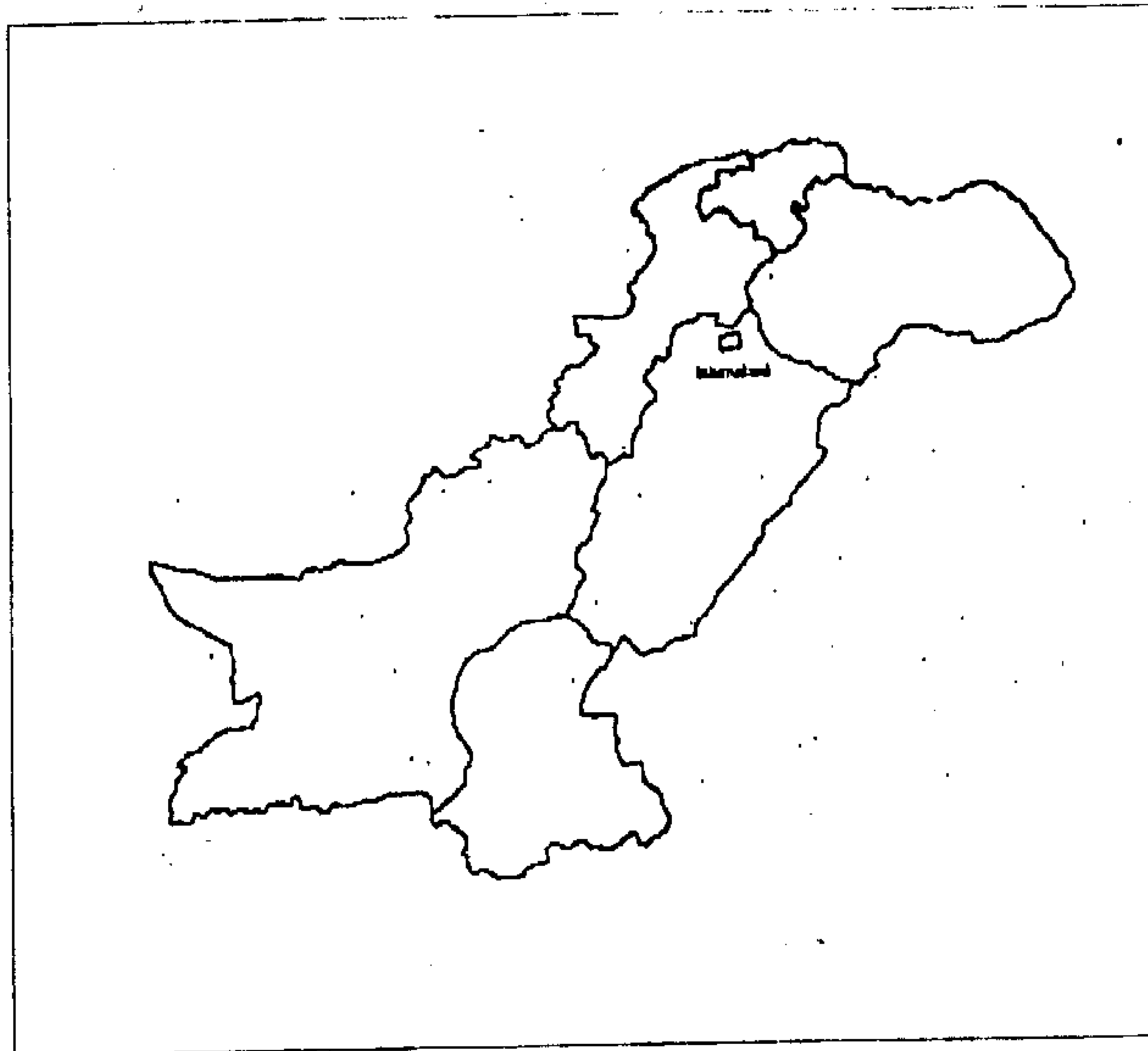
Q-1 Fill in the blanks.

a-The Sun rises in the______________________.
b-The sun sets in the_______________________.

What are the four main directions on the Earth?

____

____

Q-2Show main four directions on the map of Pakistan. Also label four provinces.

Level 2		Learning about our Culture
Term 2	Assessment	
Week 4 Day5		

Use worksheets and map given with the lessons

Social Studies Lesson Plans

Level 2

Term 2

Week 5

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
5	Learning about our culture	Geographical concepts	1	Students will be able to learn about sphere and hemisphere, equator and axis	
5		do	2		
5		do	3	Students will be able to learn about and locate longitude and latitude on the globe	
5		do	4	do	
5		do	5	Revision	
5			6	Revision	

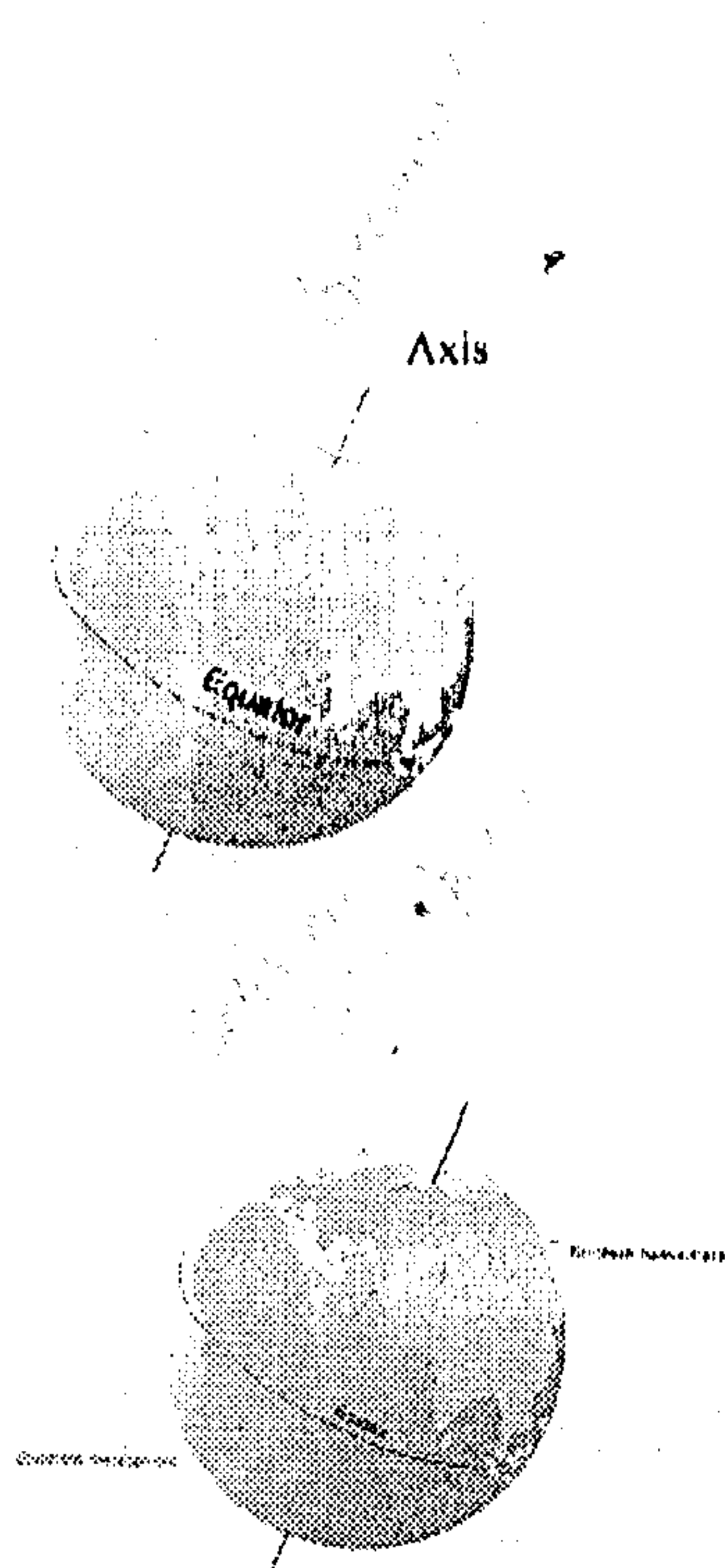
Level 2		Learning about our Culture
Term 2	Lesson Plan	
Week5		
Day1&2		

Topic: geographical concepts
Objective: Students will be able to learn about sphere and hemisphere, equator and axis
Activity: looking at globe
Materials: globe
Procedure
Warm-up Q/A

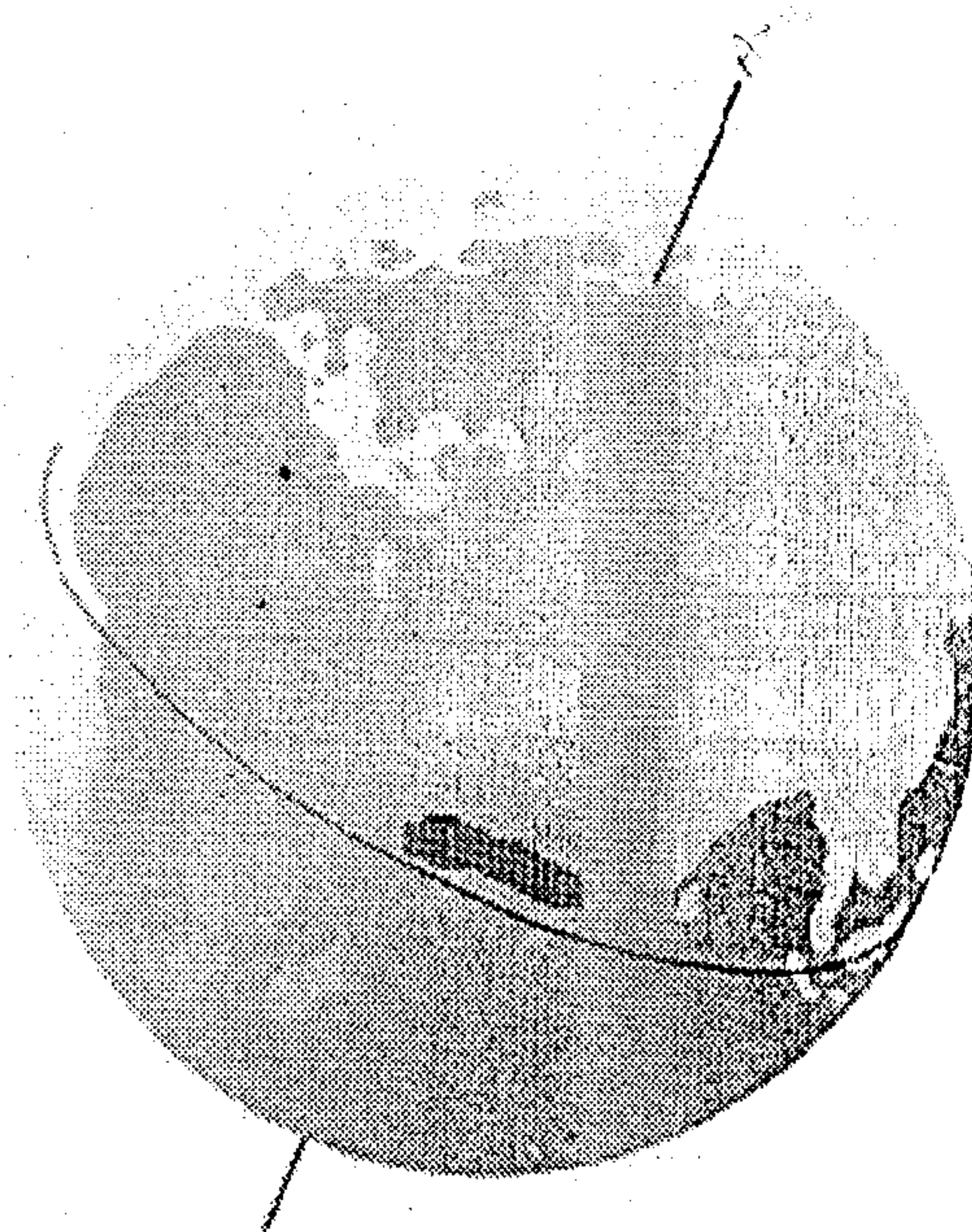
- Bring globe to the class and ask what is it?
- Remind the students that they have learnt about it in the previous class.
- Listen to their responses.
- Then ask what are the blue areas called and what do these represent?
- What are the green areas called and what do these represent?
- Listen to their responses
- Then discuss and explain

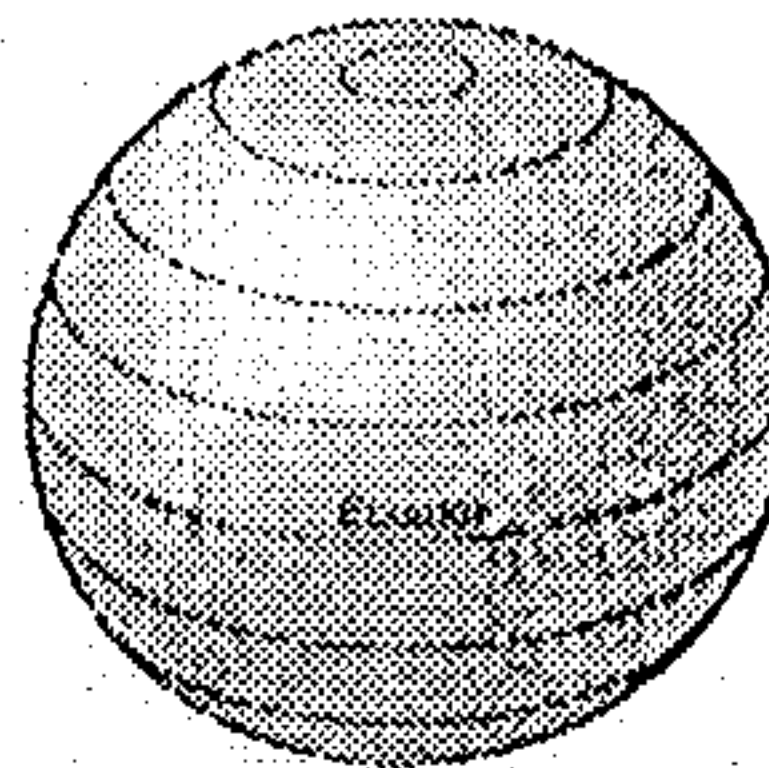
Explanation

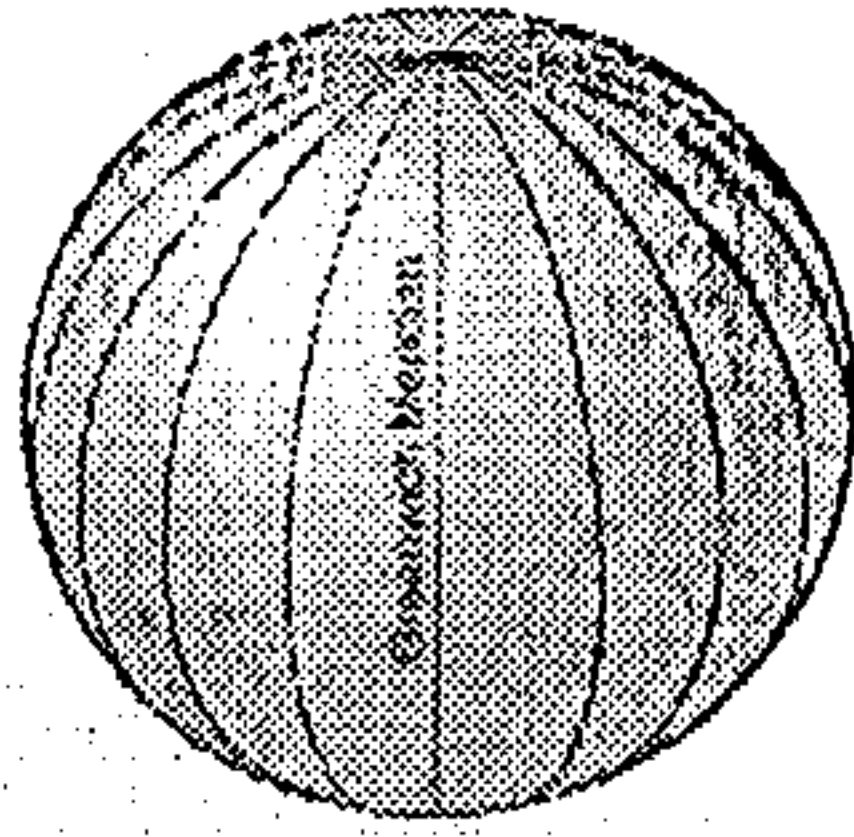
- Explain
- The **globe is a small-scale model of the Earth** and it is used to show people the placement of the land and bodies of water that exist on the planet.
- Ask the students what shape the globe is? And allow them to respond.
- Most students will state that it is a circle, but explain that it is called a **sphere.**
- Ask the students to name some other spheres that they have seen before such as a basketball, a balloon, an orange, and the Earth.
- Point out the land and state that these areas are where the people live, then point to the water and explain that this is necessary in order to drink and use for other living purposes.
- Show the globe and tell that we draw imaginary lines on the globe.
- One passes through the center of the earth called **axis.**
- There is another imaginary line drawn is called **equator.** Equator runs all round the Earth exactly dividing the sphere of earth into two parts. Each part is called **hemisphere** or half sphere. There are two poles of the Earth. Upper is called North Pole and other is called South Pole.
- So the hemispheres are called southern hemisphere and northern hemisphere.

Draw this diagram on the chalkboard for further explanation.

The Equator and hemispheres

Label on the diagram:

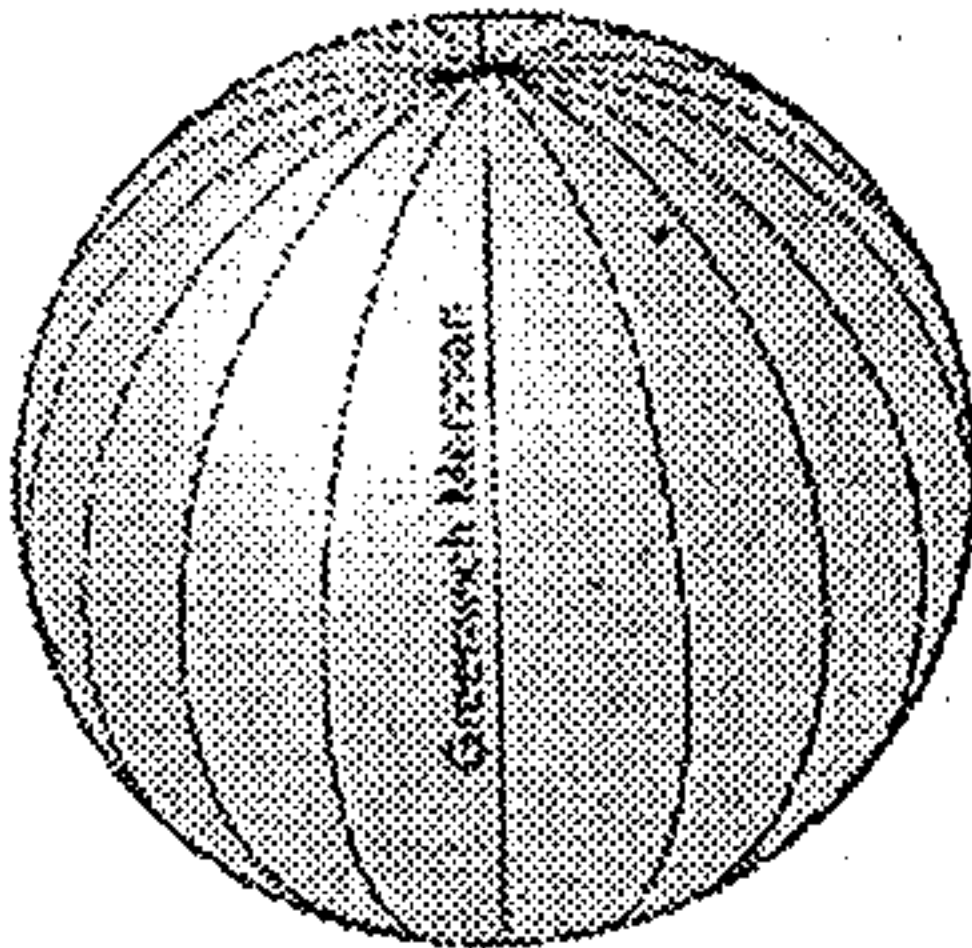
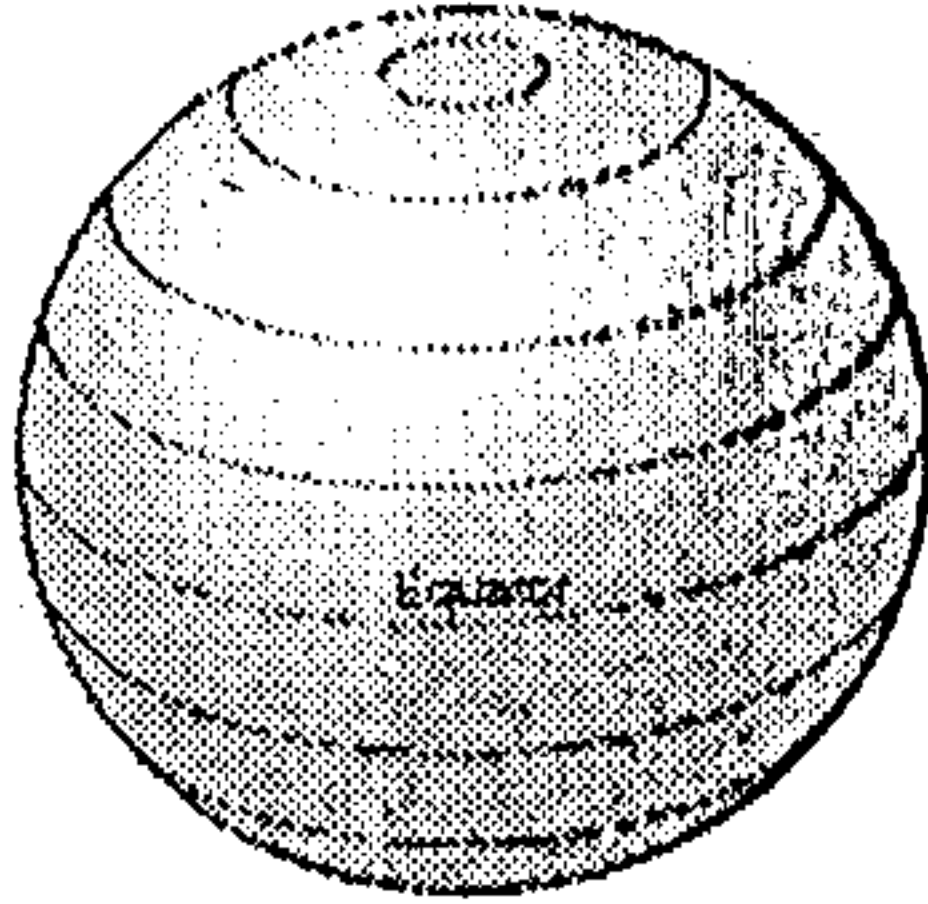
Axis, equator, northern and southern hemisphere
North and South Pole.

Level 2		Learning about our Culture
Term 2	**Lesson Plan**	
Week 5		
Day 3 & 4		

Topic: geographical concepts
Objective: Students will be able to learn about and locate longitude and latitude on the globe
Activity: looking at globe
Materials: globe
Procedure
Warm-up Q/A
Show globe to the students and ask, do you see any lines running on the globe.
Let students carefully look at the globe.
Then explain
Explanation
Find the equator and tell you already know it is halfway between the North and South poles and divides the northern hemisphere from the southern hemisphere.
It is a line of latitude.
Draw this diagram and explain

Lines of latitude

There are other lines that go round the earth. They are lines of latitude. They tell us how far north and south place is from the equator.
There are imaginary lines of longitude also. These help us locate places in east and west directions.

Lines of longitude

Written work
Distribute the work sheet and explain the task.

Latitude and Longitude

Label the diagram to show latitude and longitude lines. Also draw the same diagram in given space.

Level 2		Learning about our Culture
Term 2	Assessment	
Week 5		
Day 5		

Use worksheets given with the lessons

Social Studies Lesson Plans

Level 2

Term 2

Week 6

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
6	Learning about our culture	Geographical concepts	1	Students will be able locate different countries including Pakistan on the world map	
6		do	2	do	
6		do	3	Project	
6		do	4	do	
6		do	5	do	
6			6	Revision	

Level 2		Learning about our Culture
Term 2	**Lesson Plan**	
Week 6 Day1&2		

Topic: geographical concepts
Objective: Students will be able locate different countries including Pakistan on the world map
Activity: looking at map
Materials: World map
Procedure
Warm-up Q/A

- Show the world map to students.
- Then ask can you locate Pakistan on the map?
- Invite few volunteers, help them in locating Pakistan
- Then locate explain about the regions around it

Activity

- Then call students one by one and ask them to locate any country
- Then explain about the regions around it. The direction in which it is located.
- Is it on the equator or away from it?
- Then give practice to students by asking them to locate different countries.
- Ask what other countries are around it?
- Is it on equator or away from it?
- Is it in the East or west?
- Is it in the northern hemisphere or the southern hemisphere?
- Explain while asking these questions.

Level 2		Learning about our culture
Term 2	Lesson Plan	
Week 6		
Day ,3,4,5,6		

Topic: Geographical concepts

Objectives: Students will be able to learn about Land and water bodies
Axis, equator, northern and southern hemisphere
North and South Pole
longitude and latitude

Project: Making a Globe

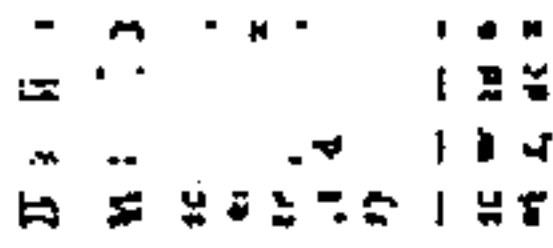
The teacher will do main work in this project.

Papier-Mâché Globe

Make your own globe of the Earth from a balloon covered with newspaper, flour-water glue,.and paint. Although this is a messy project that takes days to complete, the results are very nice and teach a tremendous amount about geography.

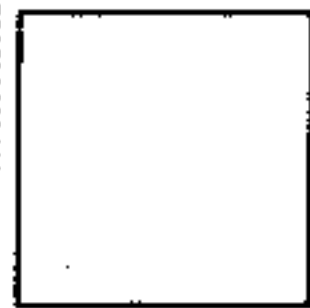
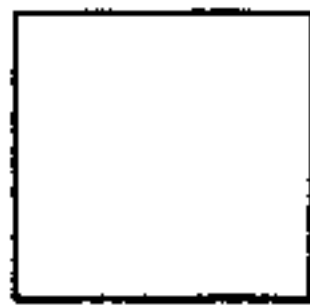
Supplies needed:

- A round balloon
- Lots of newspaper
- Flour and water glue (instructions below)
- A container for mixing the glue (old plastic containers work well)
- A spoon or stick to stir the glue
- A printer
- Pencil
- Blue and green tempera paint
- Paint brushes
- A dark marker

Make a simple, thin glue from flour and water. Mix 1 cup of flour into 1 cup of water until the mixture is thin and runny. Stir into 4 cups of boiling water (the heating gives the glue a nice consistency, but is not necessary). Simmer for about 3 minutes, then cool.

Tear a lot of strips of newspaper. Strips should be about 1 inch wide; the length doesn't really matter.

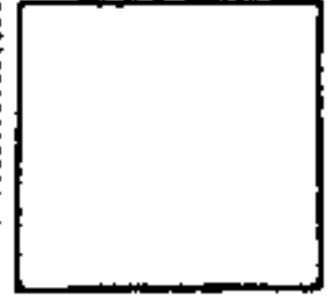
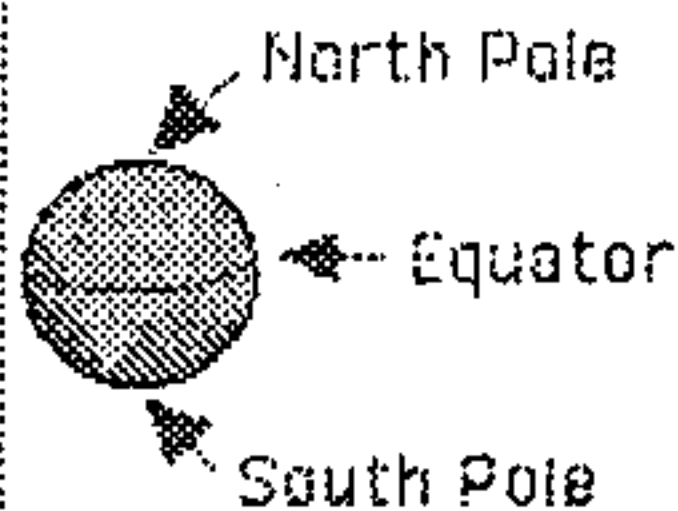
Blow up and tie a round balloon for each student.

Papier-Mâché: Dip each strip of paper in the flour glue, wipe off excess, and wrap the strip around the balloon. Have at least three layers surrounding the balloon. Let it dry (at least overnight) after each layer.

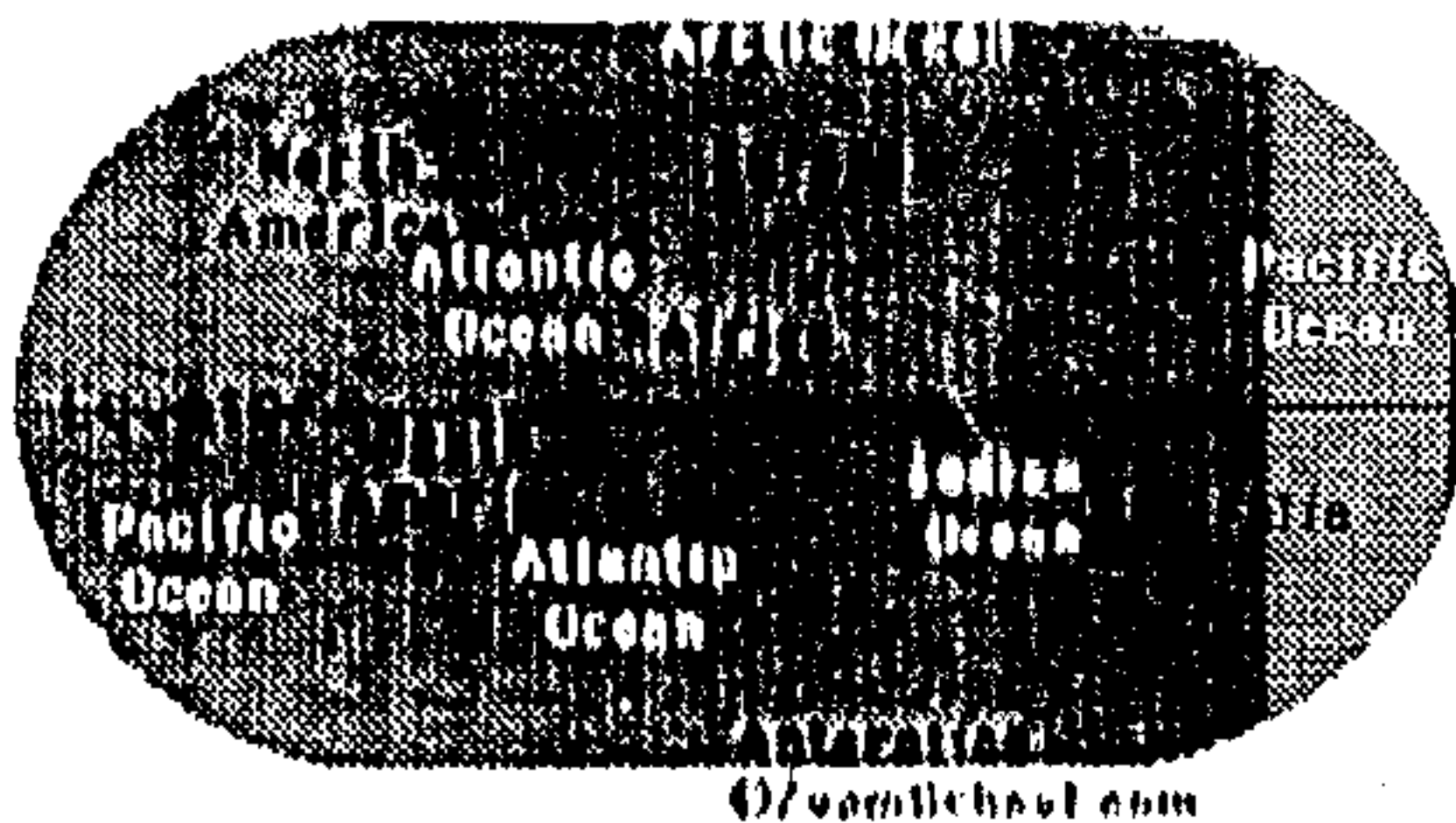
Let the globe dry completely (it may take a few days). When the papier-mâché is dry, the balloon usually pops by itself, and separates from the outer papier-mâché skin.

Print out maps of the Earth (or use a commercial globe or maps).

If using our printouts, choose color map printouts (Western Hemisphere and Eastern Hemisphere) or black-and-white map printouts (Western Hemisphere and Eastern Hemisphere).

North Pole

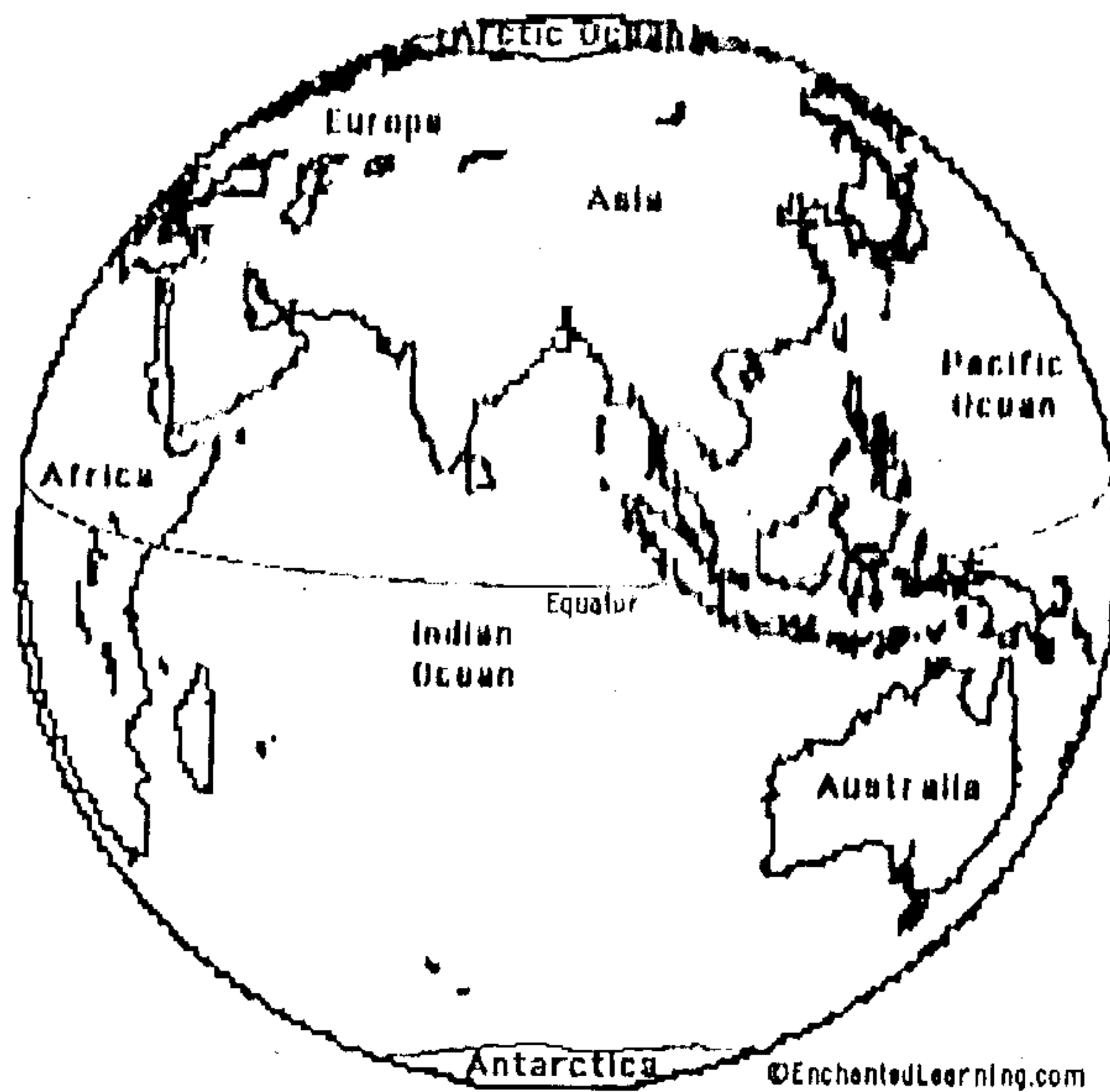
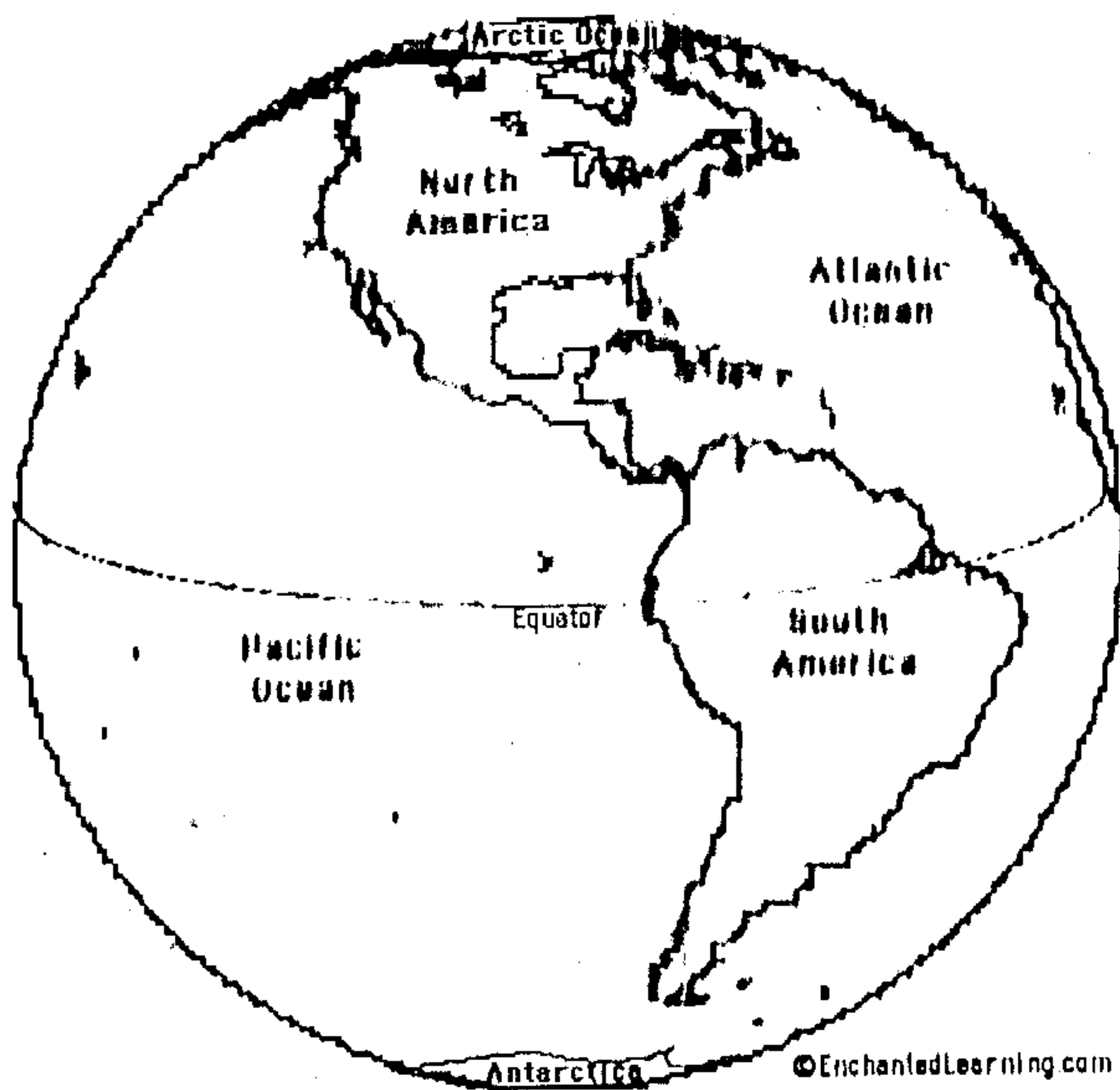
Equator

South Pole

Draw the Continents on the Globe:

- Using a pencil, draw a line around the midsection of the balloon representing the equator, and draw a dot for each of the poles.
- Draw the continent you live in. To draw each continent, show the student the shape of that continent, how big it is in relation to the globe, and where it is positioned (with respect to the equator, the poles, and the other continents). Using a pencil, draw that continent on the globe.
- Repeat this process for the other continents.

Work on a bed of newspapers; this is prètty messy. Paint the seven continents green with tempera paints.

When the continents are done and the paint has dried, use blue paint to represent the oceans, seas, and lakes. Let the paint dry.

Using a dark marker, have the student label the major features on the globe and also where the child lives. The student can mark and label the equator, the seven

continents, the oceans, the poles, etc. (depending on the student's grade level).

Earth's Eastern Hemisphere

Earth's Western Hemisphere

Follow-up
After the globes are ready.
Invite students to present their globes and locate and talk about

- Land and water bodies
- Axis, equator, northern and southern hemisphere
- North and South Pole.
- Longitude and latitude

Then discuss each concept with class for further clarification.

Social Studies Lesson Plans

Level 2

Term 2

Week7

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
7			1	Revision	
7		do	2	Revision	
7		do	3	Revision	
7		do	4	Revision	
7		do	5	Revision	
7			6	Revision	

Social Studies Lesson Plans

Level 2

Term 2

Week 8

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
8			1	Revision	
8		do	2	Revision	
8		do	3	Revision	
8		do	4	Revision	
8		do	5	Revision	
8			6	Revision	